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EDUCATIONAL ECONOMY

ADMISSION TO COLLEGE

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EDITORIAL NOTE

In the present issue of the *Bulletin*, particular attention may be called to the important discussion on page 246 of the fundamental principles of admission to college. Among matters of current committee business not yet in shape for publication in the *Bulletin*, the following items deserve mention:

The Committee on Academic Freedom and Tenure is, as a natural consequence of retrenchment programs, dealing with a very large number of difficult and, in some cases, novel problems. The report of an investigation and certain brief notes will probably be published in the May *Bulletin*.

The Committee on Economic Conditions has drafted a plan for emergency fellowships to be established if funds can be secured in a number of institutions having large graduate schools. This is to be discussed at the Council Meeting, April 22.

The Committee on College and University Teaching is holding an important meeting in Chicago, with the hope that its report may be published in the May *Bulletin*, which, on that account, may be issued a little later than otherwise.

NOTES AND ANNOUNCEMENTS

AMERICAN ASSOCIATION FOR ADULT EDUCATION

Adjustment Service for Unemployed

Financed by a grant of \$100,000 from the Carnegie Corporation, the Association has established an Adjustment Service for the Unemployed of New York City under the direction of Dr. John Erskine.

"The primary purpose of the program," Dr. Erskine states, "is to strengthen the morale of the unemployed individual by aiding him to develop a more intelligent understanding of his own characteristics and of the general situation in which he finds himself."

"More specifically," he said, "one of the objectives of the Adjustment Service is to give the unemployed individual a picture of the present economic situation and of the changes that are taking place in various occupational fields, in order that he may see his own unemployment in a more objective light. It is also planned to help him to acquire a helpful picture of his own capacities and experiences through occupational tests and by personal interviews, in order that he may develop a program of action which he can follow with confidence that it will help him to meet immediate emergencies as effectively as any other program and that it will provide him with training and experience along those lines for which his peculiar characteristics most nearly qualify him.

"The Adjustment Service will attempt to provide the unemployed individual with such immediate training as will strengthen his confidence in the appropriateness of the program he has adopted. It will also make available to the individual various forms of recreation designed to build up his immediate mental and physical health, and to develop recreation abilities and habits which will be helpful to him in employing his leisure time creatively."

In all aspects of the program coordination of activities with those of existing agencies is being stressed.

The personal-counseling program will consist of the following: Applicants will be interviewed, given aptitude and other occupational tests, counseled with regard to personal and occupational problems, sent to appropriate agencies for training, and brought in touch with the existing placement agencies. The Service will be administered by an experienced professional staff, recruited as far as possible from among the unemployed.

National Occupational Conference

The Association announces also the formation of the National Occupational Conference, financed by an appropriation of \$33,000 by the Carnegie Corporation of New York for the maintenance of the organization for the remainder of the fiscal year to October 1. For several years attempts have been made by various institutions, associations, and governmental agencies to meet the demand for accurate information about opportunities in various occupations. Much excellent material has been published, but often there has been unintentional duplication of effort. Distribution of the material has frequently been limited to local areas or to specialized professional groups. There has been no organization with sufficient resources to attack the problem from a national point of view. The National Occupational Conference will attempt to meet the needs in this field not now met by any other organization.

In detail the program of the Conference will include the maintenance of a clearing house for occupational information; the origination or compilation, from the studies of other agencies, of comprehensive occupational studies at all educational levels; the distribution of such studies and of other materials relating to occupational education and adjustment; the stimulation, and possible support, of further research and inquiry in those occupations where such research seems necessary; the development of a program of publication designed to meet the needs of administrators, teachers and students, public employment counselors, and employed adults; the sponsorship, or in rare cases the conduct, of further studies, and possibly some research in the field of occupational education and adjustment.

A Technical Committee and an Advisory Committee of fifty, composed of persons representing educational institutions and organizations, parent education, vocational education, school administration, labor, industry, engineering, economics, and Negroes have also been appointed.

THE UNION CATALOGUE OF THE LIBRARY OF CONGRESS

An article by Dr. Ernest Kletsch in the January periodical of the District of Columbia Library Association reviews the history of the Union Catalogue and includes a brief statement of the facilities and opportunities it now offers to scholars through direct contact or by correspondence. It is now said to be the most comprehensive

bibliographical source in the world, not only because it lists card entries from 500 American libraries, but also because it lists on standard library cards the contents of 118 printed catalogues, all filed in one author alphabet.

The history of all union catalogues extends over the past thirty years, during which period librarians came to recognize the impossibility of completeness of accession and the importance of a system of inter-library loans. In 1901, the Librarian of Congress authorized exchange of catalogue cards with the then card-producing libraries. The deposit of such cards with the Library of Congress continued until 1909, the amount of duplication proving surprisingly small. By 1927, with the addition of more libraries to the plan, the resulting Union Catalogue contained approximately two million cards. At that time Mr. John D. Rockefeller, Jr., made available the sum of \$50,000 a year for five years for the further development and expansion of the system, aiming by means of it to show what material exists and where, especially within the United States, a copy or copies may be found. Eight and one-half million cards now represent actual locations of more than seven million different book titles in over 500 American libraries. Four and one-half million other cards include a record of unlocated book titles, clippings of book dealers' price catalogues, foreign locations, etc.

The Union Catalogue is in constant use for the searching of card orders for locating book titles otherwise unattainable, especially for inter-library loan, and for obtaining valuable bibliographical information. It is estimated that the full use of Union Catalogue cards as master copy in cataloguing books, for which Library of Congress cards are not available, would save the libraries of the country \$40,000 a year. The five-year period of the special grant ended September 1, 1932, when "Project B" became a division at the Library of Congress. The use of the Union Catalogue is unrestricted, cooperative, and subject to the general rules of the Library of Congress. One of its recent important activities is the reduction to card form by the clipping and pasting of the new issue of the catalogue of the British Museum, with the filing in of all accessions since January, 1931. A special circular issued by the Library gives details in regard to supplying photostat copies of cards.

INSTITUTES AND CONFERENCES ON INTERNATIONAL AFFAIRS

The *News Bulletin* of the Institute of International Education for March gives a list of the Institutes and Conferences on international affairs to be held in the United States during the present year. Among these should be noted the following:

Annual Foreign Affairs Institute of Adult Education Association, Cleveland College, Cleveland, Ohio, March 10-11; *Subject*: Recent Developments in the Foreign Policy of the United States.

American Academy of Political and Social Science, Philadelphia, Pennsylvania, April 7-8; *Subject*: American Policy in the Pacific.

Conference of New Jersey Committee on the Cause and Cure of War, Princeton, New Jersey, April 19-20; *Subject*: Peaceful Adjustment of Economic Conflicts.

Institute of Public Affairs, University of Georgia, Athens, Georgia, May 8-17; *Subject*: World Economic Recovery.

Institute of World Affairs, University of Denver Summer School, Denver, Colorado, June 12-July 19; *Subject*: Current World Affairs.

Norman Wait Harris Memorial Foundation, Tenth Institute, University of Chicago, Chicago, Illinois, June 19-30; *Subject*: The Formation of Public Opinion on International Affairs.

New England Institute, Wellesley College, Wellesley, Massachusetts, June 22-July 1; *Subject*: International Relations.

Mid-West Institute, Northwestern University, Evanston, Illinois, June 19-July 1; *Subject*: International Relations.

Southern Institute, Duke University, Durham, North Carolina, June 12-24; *Subject*: International Relations.

Institute of Public Affairs, University of Virginia, Charlottesville, Virginia, July 2-15; *Subject*: Public Affairs and International Relations.

The World Federation of Education Associations, Fifth Biennial Conference, will be held in Dublin, Ireland, July 29-August 4, 1933.

REPRESENTATIVES AT MEETINGS

The Association was represented at the annual meeting of the American Academy of Political and Social Science, Philadelphia, April 7 and 8, by Professors W. Brooke Graves, of Temple University, and R. C. Brooks, of Swarthmore College.

EDUCATIONAL DISCUSSION

DANGERS IN EDUCATIONAL ECONOMY

At the meetings of the Department of Superintendence of the National Education Association held on February 28 in Minneapolis, several strong representations were made against the current increasing reductions of public appropriations for education. Among these are quoted the following excerpts from President Glenn Frank of the University of Wisconsin:

The sword that hangs over education and the other social enterprises of government is the sword of imperative retrenchment forged in the fires of an irrational depression. The peril lies not so much in the existence of the sword as in the way we wield it. . . .

There are those who would have us believe that the dramatic rise of the tax draft on national income from 11 per cent to 33 per cent in four years is due solely to an unintelligent and unjustified, a wasteful and worthless, development of the public services of organized government. That lie must be nailed at the outset unless public thinking on the scientific, social, and educational enterprises of government is to be gravely muddled and grossly misled. . . .

The factor that lifted the tax draft on the national income to 33 per cent was the dramatic drop in the national income due to the economic muddling that landed us in depression.

I am quite aware that this does not remove the fact that a 33 per cent tax draft on national income is a serious matter with which political, social, and economic leadership must wrestle. It does suggest, however, that the blame for the large proportion of the national income now going into taxes can not justly be placed upon the shoulders of social and educational leadership, but must, to a very material degree, be placed squarely upon the shoulders of the economic leadership that proved incapable of steering our economic ship past the shoals of depression.

And now this very leadership that has done most to unbalance the nation's life is insisting that we shall balance the nation's budget by plunging a sword to the heart of all those scientific, social, and educational enterprises to which alone we can look to produce a leadership for the future that will be less inept, a leadership that might conceivably use this magnificent machine economy of ours to free the race from drudgery, poverty, and insecurity, instead

of letting it starve like Midas in the midst of plenty. I, for one, protest the current attempt to make socio-educational leadership the scapegoat for the sins of economic leadership! . . .

The most pressing problem now confronting educational leadership is the problem of imperative economy. The gravest peril now confronting educational leadership is the peril of irrational budget-making. Educational leadership will be derelict to its duty if it permits economic leadership, without let or hindrance, to do what it will with local, state, and national budgets.

Upon the fact of the imperative necessity for economy in public expenditures there can be no disagreement. I insist only that the situation challenges us to effect that economy with statesmanlike foresight for the future of community, state, and nation. It is possible to be quite as short-sighted in administering economy as in allowing extravagance. And just because there is this possibility of short-sightedness in the administration of necessary economy a grave national danger lurks in our current concern with economy. We can so easily economize blindly or let limited interests dictate the schedules of retrenchment. We dare not be gullible. Alongside the foresight, intelligence, and sincerity behind the insistence that we establish a sounder relation between our income and our outgo, there is much blindness, blundering, self-interest, and sheer insincerity in the almost hysterical campaign against public expenditures now sweeping the nation. By all means let us stop waste. But let us be sure that it is real waste that we are stopping. Real economy may mean national salvation. Bogus economy may mean national suicide. The more obvious forces back of this drive are, I think, three; *viz.*:

(1) The epidemic of fear that grips the nation as it watches its income fall lower and lower.

(2) The weakness of a taxation system that, in most places, puts an undue part of the tax load on real and personal property, and prompts millions of harassed Americans to strike blindly out for relief without any too much discrimination about what they hit.

(3) Groups which have always been opposed to adequate support for education and are now taking advantage of the real necessity for economy and the epidemic of fear to achieve their niggardly and anti-social objective. . . .

Thousands upon thousands of honest Americans, who have always been the friends of education, have been bewildered by propagandists

during the last few months. There is, make no mistake about it, an organized drive of national scope to cut educational support below anything that even this difficult time requires. If the bewildered friends of education are not enlightened, the propagandists will be able to get away with a high-handed scuttling of the educational ship instead of buckling down to the unpopular task of fundamental governmental and economic readjustments which, in cutting costs, might reduce the supply of pork.

Educators should meet the situation with offensive rather than merely defensive tactics.

I mean by this that now is the time of all times to go to the public with far-sighted educational programs the importance of which to the future of community, state, and nation can but be clear to sincere intelligence. To huddle defensively around services without a searching appeal is never justified. In a time of stress it is a kind of social treason. Now, if ever, is the time to make manifest to all the central significance of a creative education in the life of a great people.

The real results of a bogus economy will not show up in 1933. But if now we hi-jack the fundamental scientific, social, and educational services of government, it will be a generation or more before we shall be able to climb back even to the efficiency these services now display. If now we beat down the salary scales of public servants, we shall but succeed in further diverting superior capacity from public service. Business and the professions have long drained off from public service the very sort of men and women public service most needs. We dare not intensify this diversion of exceptional ability from public service.

The Committee on Lay Relations under the chairmanship of Charles S. Meek reported in part as follows:

We must fearlessly resist the thoughtless and often vindictive assaults upon school expenditures which, if successful, would permanently impair the morale of the coming generation and endanger our institutions of government and society.

It appears there is now an organized attempt by those who control great wealth to cripple the public school system of America.

This attack is the more insidious because by its subtle propaganda it enlists thousands of harassed taxpayers in leagues militantly organized and committed to the task of betraying the best interests of their own children.

Tremendous pressure is being exerted for the elimination of the so-called "fads and frills," which in reality constitute the fundamentals of twentieth century education. Those who direct this campaign, far removed from the front line of attack, desire to force the schools back into the type of institution which they attended in their own school days and which has produced the misguided leadership responsible in part at least for our present tragic plight. . . .

In the current emergency the Federal Government should do its share. What will it profit the nation if we maintain the credit of industrial corporations and deny education to America's children? The very nature of our economic system which has brought about the concentration of wealth and income in our great centers of industry and finance demands the consideration of Federal support for education as a matter of simple justice and equity.

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EDUCATION FOR PROFESSION AND FOR LIFE

... The liberal arts colleges are supposed to send into life people who have developed [certain powers] and who are thereby better fitted to catch the knack of a business or profession. They have not been entirely successful in doing so. This has been partly because they have had to have money on which to operate and have therefore had to cater to a certain extent to the idle rich. They have not dared to open their doors only to young people seriously interested in culture and learning. They have tolerated large groups of young people who use them as country clubs.

One result of this has been that students tend to look upon college as a place where a certain grade in classes gives them the right to enjoy otherwise their extended week-ends, and if possible make their week-ends meet.

Instead of concentrating on the things of the spirit—their only concentration has been on the grade necessary (for arbitrary reasons) if they are to stay on. The college has set an artificial standard and they take artificial means of meeting that standard.

Be physically present at a certain number of classes, cram up before exams on notes mostly borrowed—get a grade—forget the stuff—this has been too largely the program of study.

The liberal arts college has in the last few years taken preliminary steps to right itself and get back to its last. The College Entrance

Examination Board examinations are, at least in the most progressive colleges both for men and women, weeding out the unfit, and are producing a college body more capable intellectually of appreciating the scholarly opportunity of college life.

The general examination, which is in a subject and not in courses, is encouraging really devoted study in college and is turning the attention of the student away from bookkeeping in grades back to interest in developing and enlarging the inner capacities of the mind and heart.

"Work for honors," which has made a propitious start with the better students at college, will soon be the only kind of work of all students. Gradually it will come to be that preparatory schools will impart general information and place in the students' hands the tools of study, while colleges will devote themselves to the real task of giving the student an opportunity to gain thorough knowledge and perhaps wisdom in a chosen field. For a thorough knowledge of one field is more cultural than a general, spotty "Ask me another!" knowledge over many fields.

The other reason for the comparative failure of the liberal arts college to turn over to the businesses and professions really original, alert, broadminded, cultured, capable young people is the dearth of real teachers. A kind of pseudo-scientific method by the use of which an uninspired teacher can find compensatory consolation in the presence of real scientists—this has in America done much to spoil the teaching of the liberal arts.

Archeology and philology, facts to be gathered or memorized rather than understood, these take the place of such teaching of art and literature as flourishes in the universities of the old world. The uselessness and dryness of some of the subjects taught in the liberal arts college has led many of them to feel that they would be better teaching vocational subjects. If a woman is going to spend her life managing a cafeteria or a husband, why not teach her how to do things at college instead of letting her waste all her time over the Medici family or the art of Shakespeare? Most liberal arts colleges have capitulated as far as the profession of teaching is concerned and do offer courses in teaching—but this is due rather to legal necessity than to inner conviction.

The historic position of the liberal arts college has been that the best way to teach persons how to teach a subject in the best way is to teach them that subject in the best way. And the liberal arts

college follows its own teaching in this matter, for it prefers to engage on its faculty those who know the subject rather than those who only know how to teach the subject. This, however, is a very controversial subject and there are many sides to it. The liberal arts college does not belittle the work of teachers' colleges in research and experiment on the art of teaching, but it is still inclined to hold that the best way to learn how to teach a subject and a person is through a study of the subject and of people, and most of all by learning oneself how to learn as one ought to do at college. It might be prepared to defend the precarious thesis that the power of teaching a pupil a subject is a by-product of understanding people and subjects, plus a little experience in trying to teach.

J. EDGAR PARK

School and Society, vol. xxxv, no. 910

ADMISSION TO COLLEGE

The January *Educational Record* contains an important and extended article by W. S. Learned, of the Carnegie Foundation for the Advancement of Teaching. The general problem is discussed under the divisions:

- I. The educational status of admission procedure.
- II. Present practice in admitting students to college.
 - A. Certification.
 - B. Admission by examination.
- III. A solution by synthesis.
 - A. A fundamental postulate.
 - B. A true educational record.
 - C. Pupil analysis in terms of "present worth."
- IV. The progressive inventory.
 - A. Objective measures in a useful record.
 - B. Subjective judgments indispensable.
 - C. Educational perspective and the valid record.
 - D. Record, school, and college.
 - E. Relations of school and university.
 - F. Response of the colleges to the proposals of the Pennsylvania study.

While the paper does not lend itself to condensation, the following extracts may indicate its intention:

II. Present Practice in Admitting Students to College

The prevailing methods of transfer from secondary school to college are two: certification based on the school record and examination. The former plan is followed in more than 90 per cent of American college admissions; but the examination is characteristic of so important a group of the oldest and most reputable institutions in the country that it weighs heavily in any discussion of the matter. It is needless to say that both methods have advantages. Indeed, no satisfactory solution of the admissions problem can easily be conceived that does not do full justice to each of the two principles which the divergent emphasis in our twofold practice has thus far thrown into apparent opposition.

A. *Certification.* Admission to college by certificate usually involves much more than a mere voucher on the part of the school's chief officer that a given pupil is prepared for college. Both to protect the certifying officer and to give objective meaning to his guarantee, the school record of the pupil is put in evidence, and to give the record an objectively selective character a "certificate standard" is set up that requires the attainment of certain ratings in each subject before a certificate will be granted.

Here we have an attempt to apply an altogether sound principle. It is recognized that a person's education is a gradual and complicated process displaying both trustworthy constants and fluctuating variables, and that these can be fairly determined only after long acquaintance and a cumulative appraisal. The only suitable evidence, therefore, for the college to consider in projecting the education of this person beyond the limits of the school is the evidence of this deliberate acquaintance and appraisal.

Were the curriculum, the instruction, and the estimates of achievement underlying such a testimonial all that they appear to be on paper, the problem might well be considered solved. A brief inspection, however, reveals at once the weakness of an extremely plausible theory, and gives the college ample ground for setting up its own examination system to validate the equivocal recommendations of the schools. The weaknesses here referred to are of course familiar,

but, in view of later proposals, they should be briefly considered. They are chiefly two.

Certification and the Curriculum. By far the most serious defect is the present unintegrated secondary curriculum and its disorganizing effect on the mental equipment that the school is professing to build up within the pupil. . . .

Ratings in Certification. The second point of weakness is one that still further vitiates the confidence already undermined by a dispersed and static curriculum. It is the purely subjective character of all the judgments expressed on the record. . . . Knowledge of the subject, experience with pupils, opportunity to judge, health, personal likes and dislikes, school promotion policies—all count as concealed variables in his [the teacher's] verdict. . . .

B. *Admission by Examination.* The demand for an approximate answer to this last, all-important question as to what the pupil actually brings with him has impelled many of our leading higher institutions to hold fast to their system of entrance examinations which constitute the alternative to admission by certificate. Here again one recognizes the attempt to apply one of the soundest principles of learning. . . .

Were adequate diagnosis by examination as simple as this alternative implies, and were its complications less often confused with impressions of uncertainty and inconsistencies on the part of the higher institution as to what its own aims and consequent "requirements" should be, this solution would appeal far more widely than it does at present. Under existing circumstances, its best feature is its directness and flexibility; knowledge from any source counts, and whether it be acquired in a week or a year, at school or in private study, is unimportant beside the demonstration that the power is there ready to use.

Inference from the Single Examination. The chief indictment against the single examination for admission to college is one that has been rapidly emerging and gaining in force during the past two decades, as we have become increasingly aware of the subtle and complex character of mental growth. We are sure today that a mere "snapshot" judgment such as a final secondary examination affords, even assuming the best obtainable technique, is most frequently a distorted and badly weighted index to a pupil's normal achievement and power. . . .

The examination is likewise open to attack on technical grounds. As hitherto conducted in this country, it has been almost exclusively a subjective examination; that is, a few arbitrarily chosen questions with answers rated in terms of personal opinion by individuals of varying experience and competence. Broadly speaking, however, this chapter of our administrative effort has been watched with a more critical scrutiny and, within its limits, has been attended by greater success than any other. The colleges admitting by examination early saw the advantage of pooling their operations and developing a uniform procedure. Under the guidance of the College Entrance Examination Board the preparation of examinations has been conducted with great care and the reading of the papers has been reduced as nearly as seems humanly possible to a flawless formula. There is good reason to believe that this organization is the most highly developed, and its procedure, of its type, the most rationally defensible, of any examination agency in the world. . . .

III. *A Solution by Synthesis*

Scanning the problem as a whole, with due regard to the strength and weakness of present practices, it requires no undue optimism nor ingenuity to discern already the elements of a solution that is in no sense a mere compromise but rather a straightforward synthesis of the valid contentions of each party. . . . What are the principles on which a satisfactory and trustworthy transfer from school to college can be effectuated, and how can they be applied?

A. *A Fundamental Postulate.* Before we attempt to examine these suggestions, there is a postulate fundamental to the whole proposal that should first be laid down. On this postulate the greatest emphasis should be placed, if we hope really to draw the fever from the college entrance situation as it stands at present and to ensure an alternative procedure possessing a true educational character. We shall never arrive anywhere in this matter until we get rid of the prevalent notion that the college is father to the educated man. . . .

It is still true, as in every other aspect of nature, that the child, and not the college, is father to the man, whether educated or otherwise, and that a rational education can be built only on a profound understanding of what the child is and what he requires. If our most studied school processes are so haphazard and so shallow; if our results are so fickle of interpretation as to make legitimate

any sort of culminating scramble whereby a youth can be dragged, or can drag himself, up over the college defenses, then our efforts may as well be abandoned. The verdict of competent schoolmen the world over is opposed to this, and gives us the right to assume that the twelve school years, and particularly the six high school years, constitute a period in which, with any child, a comprehensive and searching analysis can be made, the result of which, within reasonable limits and with rare exceptions, will go straight to the mark and will prove consistent with subsequent events. When such analysis exists, it is on this, and on this alone, that the college can successfully base its dealing with a student; to ignore it is plain unreason....

B. *A True Educational Record.* With such a premise it follows, as the night the day, that a true chart and record of the pupil's school activities is second in importance only to the activities themselves, and becomes the chief reliance of any admissions procedure that is based on defensible educational grounds....

It is not only, nor even primarily, as a defensive document, merely to prove the candidate's right to be in college at all, that such a record is proposed. Its chief function is to serve as an objective guide to specific activities, to show over as wide a range as possible the sort of ideas with which the pupil is most successful, the kind of thinking that commands his personal momentum and initiative, the skills in which he is poor as well as those in which he is conspicuous. All this comes into play not merely to "get the pupil in," but primarily to determine what sort of college, if any; what phase of further study; what vocational or avocational ends may wisely be proposed and advised. And the record, if understood, immediately becomes of quite as much importance to the college as to the school itself. It is their joint agreement on its interpretation and the appropriateness of the particular offering the college has to present, in view of the record, that justify it as an educational instrument.

C. *Pupil Analysis in Terms of "Present Worth."* The second feature of an adequate admissions procedure must, we believe, be that of cumulative analysis, or what might be termed the principle of "present worth" in the pupil. By this is meant an epitome or summary, as complete as possible, of the pupil's intellectual, emotional, and physical equipment and competence at a given moment, including his entire past and unlimited by his particular activities. To an almost incredible extent American secondary institutions

are dominated by the naïve view of education as a state that arises automatically solely from having "taken" a great variety of short courses for each of which one has received a credit. . . .

The notion underlying the college's demand for an actual cross-section of the pupil's mind, as revealed in examination, is the discovery of the college that tangible and measurable intellectual possessions are indispensable for attaining the higher values of education. Knowledge is not wisdom, but it is the source of wisdom, as well as the catalyst in whose presence the ability and disposition to become wise most surely accrue. The defect of the present college examination procedure in this regard has already been pointed out; it has had to be satisfied with a final cross-section only, one for which violent and distorting preparations are made, resulting in a picture that leaves many important things about the candidate unsaid, and in which most of the things that are said are, to some degree, wrong.

The remedy for this is obvious. It is, namely, to push our demand and inspection for "present worth" back to the beginning of formal education and incorporate it as an educational attitude throughout our entire practice. What we need, in order to guide these children, is a series of truthful pictures, in as close succession as possible, that will reveal the normal, unforced, and significant action and tendency of their minds and which, in its totality, will admit of but one interpretation. . . .

With such an attitude toward the pupil and his work, the entire secondary course would itself become a systematic and critical study of the individual, and, years before the actual transfer took place, his record would disclose far more about his fitness for college than any entrance examinations now reveal. He would come eventually to the college, not as a problem in admission—a matter already settled long before—but solely as a problem in placement, both in kind of work and in degree of advancement. . . .

Combining the two main features that we have proposed as necessary in any plan for determining successfully a pupil's fitness to enter college, we arrive at the following result. Briefly put, what we are after is a true inventory, progressively maintained, of a pupil's mental equipment in terms of a cumulative series of measures that shall give us at each point, regardless of what he may have had or when he may have had it, an accurate index of the levels and scope of his normal working knowledge.

IV. *The Progressive Inventory*

Certain intrinsic peculiarities in the construction and use of the sort of record, or progressive inventory, that has been described are of such importance as to deserve further consideration.

A. *Objective Measures in a Useful Record.* While an absolutely "truthful" record of mental ability and achievement may still be far to seek, it is already possible, we believe, to approximate the truth in certain important respects. To this end the all-inclusive, and therefore ambiguous, blanket-ratings of familiar academic practice should be split up, and the subjective, personal variable that they contain eliminated, wherever possible. With respect to fundamental knowledge and the important primary judgments in most fields of school and early college learning, this can now be done by means of tests that give relatively constant and unambiguous scores and that so completely cover a field in all details as to resemble gauges on a reservoir. . . .

It is to the gradual increase in tests of this nature and to their steady improvement that we owe the possibility of developing a record susceptible of an increasingly constant and uniform interpretation, and it is for this reason that, in describing the main features of a pupil's record, the chief emphasis has been placed on knowledge. Thus far, it is our measures of knowledge that have given us the most stable and significant objective data for school purposes. . . .

B. *Subjective Judgments Indispensable.* As a result of enthusiasm for objective measures and relief at being freed from responsibility for judgments without knowledge, many instructors have leaped to the conclusion that, while their function as teacher has been freed and enhanced, their authority as critic has disappeared. The situation is not so simple as this.

It is apparent to every thoughtful friend of recent effort for exact measurement in education that the movement is in its infancy. The tests that we possess need much further refinement and study as to just what traits they definitely disclose; and there are many traits that we can crudely describe for which we have as yet no measures that are even approximately objective. Consequently, at every stage in this development, subjective criticism must stand its ground, and recede in favor of more exact procedure only when a point is fairly won.

Furthermore, it seems inevitable that for a long time to come, if not permanently, many of the finer human characteristics and distinctions that crop out in the course of education can be identified only through the agreement of subjective report. The underlying objective measures that are available make these opinions more pertinent and convincing but can not alone tell the whole story....

Perhaps the most important single disclosure of the tests given in the course of the Pennsylvania Study was the number of minds of all ages capable of consistently brilliant scores in comprehensive tests, which their institutions were willing to brand with indiscriminating failure or low ratings. Traced to its cause, this practice is found to be due most frequently to the so-called "attitude" of the student; *i. e.*, inattention to local regulation and teacher's assignment, regardless of the fact that in many cases the conformity of the student would have involved him in useless and tedious repetition of what he already knew....

C. *Educational Perspective and the Valid Record.* A third and final consideration has to do less with the technique of an effective record than with certain underlying ideas that should guide its development and use. It is here that the artificiality and distorted emphasis of modern college entrance requirements become most evident....

The more completely we concentrate on the pupil and the more precisely we learn his real abilities and powers, the more urgent is the need for sharper definition on the part of the college, not of entrance requirements, but of what its own various offerings mean, and what they demand, in order that the essential choices and opportunities open to the pupil may be understood. We need this, of course, not in terms of units or semester hours, but in accurate terms of knowledge, kinds and tendencies of skills, extent and character of minimum limitations....

D. *Record, School, and College.* In view of what has been said, it is not difficult to sympathize with the widespread feeling that a great part of the weakness of American secondary education is due to the fact that it is always interrupted in the middle of its job. Wherever, in spite of college requirements, it succeeds in working out a true formula for a child and gets him happily under way, the college steps in with a different set of values and, ignoring the findings of the school, tries to make him conform to its plan. It is this clash of two successive authorities, friendly enough but almost wholly

ignorant of each other, that in the interests of a harmonious and consistent education should, at all costs, be reconciled.

As a step in this direction the creation of a comprehensive cumulative record that both parties can understand and that both can trust is of first importance. . . .

E. *Relations of School and University.* It may be added that an instrument of this kind, if properly used, should give us great confidence in dealing satisfactorily with what looks like an approaching twilight zone between secondary school and university. This one-to two-year period seems destined gradually to be taken over by the secondary school where it undoubtedly belongs, and where unity of treatment will be far simpler than at present. . . .

This is followed in *The Educational Record* by an address on "The Guidance Function in the Secondary Schools and Colleges," by Dean J. B. Johnston, of Minnesota; an address on "Individual versus Institutional Accreditation," by President F. L. McVey, of the University of Kentucky; and a paper with the significant title, "The Colleges Undermine Themselves: An Indictment of the Admission System," by Dean H. W. Holmes, of Harvard University.

STANDARDS OF APPOINTMENT AND TENURE

A typical department [at Johns Hopkins University] will have on its staff a certain number of professors, associate professors, associates, and instructors. In the School of Medicine there are two additional grades, adjunct professor and assistant; but, as my suggestions apply more directly to the Faculty of Philosophy, I shall not discuss other schools. I think each member of the staff considers himself a candidate for the grade just above him, if there is one, and it is certain that constant pressure is exerted to promote the younger members of the staff, especially after they have been here several years. The tenure of office of a professor is not defined and is in fact permanent under ordinary circumstances. Of course, if funds are not available for the support of a given chair, it may be declared vacant. The specified tenure of office of each of the other grades of the faculty is one year; but this leads to the condition that each man confidently expects reappointment; and, in fact, I think each associate professor considers his tenure of office as secure as that of a professor.

There is not the slightest uniformity in the salaries of those in any one grade; and as a consequence each man on the faculty feels free to ask for an increase in salary each year, and each professor feels free to urge such increases for the younger men on his staff. There is, therefore, constant pressure to raise all salaries.

The logical consequences of this practically permanent tenure of office and of the pressure to promote from one grade to another and to increase salaries are as follows:

1. The University will have on its faculty all those men who are not called to other institutions.
2. There will ultimately be only professors.
3. There will be no money available to add new men to the staff.

This entire situation seems to me to be wrong and to be one of the reasons for the present financial condition. The propositions which I am raising for discussion are as follows:

1. To reduce the number of academic grades to three: professor and two others. (In Oxford these last are called Reader and Lecturer.)

2. To continue the tenure of office of a professor as indefinite, but to make that of the other two grades five years, with the express understanding that only in the case of the higher of these is a man eligible for reappointment and then only as an exception.

Those in these two grades should be encouraged to seek positions elsewhere, so that they may secure wider experience and that there may be an opportunity for the University to add new men to its staff.

3. To determine the salary of each professorship and to consider it fixed, except for special considerations. It should, if possible, be the income of a certain principal allocated for this purpose from the endowment funds of the University. There should certainly be a definite minimum salary for a professorship.

To establish a maximum salary for each of the other grades, for instance, \$4000 and \$2300, it being understood that until these amounts are reached there will be an increase in salary of \$100 each year.

4. To adopt in the selection of a man for appointment to the higher of these two groups the same method as is now in use for the selection of a professor; namely, to appoint a committee to consider possible candidates.

5. To consider carefully the needs of each department as expressed in terms of numbers of the three grades of the faculty, and then, having instructions from the Board of Trustees as to the amount

of money available for the whole faculty, to establish definitely the constitution of each department so that the total amount paid for salaries shall not exceed the specified sum. After this is done and the positions are filled, promotions and appointments should be made only when there is a vacancy or when additional funds are allocated by the Board of Trustees.

It is my belief that adoption of the policy outlined in these proposals will eventually effect material economies, perhaps economies as large as, or larger than, those which might be effected by salary reduction; and that it will strengthen the internal organization of the University, whereas salary reduction would in my judgment tend to weaken it.

With a view toward still further increasing the efficiency of the University, I advance two other suggestions in addition to those relating to economical administration:

6. To so arrange the duties of the staff that when a man reaches the age of fifty-five, for instance, his teaching duties should increase, so as to leave the younger men more time for their individual work. (It might be well for some of the older men to take the undergraduate beginning classes, as was done by Professor Remsen and others.)

7. To recognize that the younger members of the staff who may be selected for their powers of investigation should be given every possible opportunity to develop these.

Conclusion

Unless some such plan is adopted, it will be impossible to balance a budget or to keep it balanced. Further, it furnishes two provisions which are essential for the maintenance of the quality of a faculty:

1. A feeling of certainty as to tenure of office and salary;
2. Means for the introduction of new men.

Another academic matter which is connected with those outlined above is that of enforced retirement of a member of the faculty. At the present time the rule adopted by the Board of Trustees authorizes the President of the University at his discretion to place upon the retired list any member of the faculty who has reached the age of sixty-five, and automatically places a member on this list at the end of the academic year in which he reaches the age of seventy, unless the Board of Trustees requests him to serve longer. It has been the custom of the University up to this time to see that a man who is retired at the age of seventy or later receives a generous

retirement allowance in addition to that granted by the Carnegie Foundation, that he is provided with laboratory or other facilities so that he may continue his studies, and that he has the opportunity if he so desires to advise younger men in their investigations. It is not assumed in any way that the man has lost his usefulness or that his powers have failed.

Personally, I am strongly in favor of a definite retirement age and do not believe that an exception should ever be made. In other words, I would recommend that the official statement concerning retirement did not mention the power of the Trustees to request a member of the faculty to remain after he had reached the age for retirement. The advantages of having such a rule are sufficiently obvious; but I may mention these:

1. An opportunity is thus offered, and only thus, for the university and the school concerned to review the work of the department and to discuss freely plans for its improvement.

2. An opportunity is offered to add new members to the staff.

3. So far as exceptions are concerned, one leads to another, and the President, who ultimately is responsible, is placed in a disagreeable, not to say impossible, situation.

JOSEPH S. AMES

Johns Hopkins University Circular, September, 1932

THE PRE-LEGAL CURRICULUM

A survey of representative opinion regarding pre-legal courses made by the Committee on Curriculum of the Association of American Law Schools has resulted in the following conclusion:

The consensus of opinion was strongly against any specific pre-legal requirements, but a good many believe that some courses should be recommended. There was somewhat general agreement that courses in English Composition, Government, History, and Economics might profitably be taken; some recommended Mathematics, Philosophy, Psychology, and Sociology. The following comments submitted by Professor Z. Chafee, Jr., of Harvard, which appear in part in a review of Beard's *Rise of American Civilization*, 41 Harv. L. Rev. 265, epitomize the statements of a number of his colleagues:

The medical schools have imposed on the colleges a definite, intensive program of pre-medical studies in physics, chemistry, and biology. Although this scheme, absorbing a large portion of the college curriculum, tends to deprive some men of the philosophical,

literary, and social training which would make them much better physicians, it has undoubted advantages. Whether the law schools should also frame a pre-legal scheme of studies is an interesting question. There have been moments when the reviewer would have been grateful for a rule which prescribed at least one subject for law school entrants, even if it were as remote from law as geology or the differential calculus, for then he could assume one common fund of information from which he could draw illustrations of facts and logical methods with confidence that all the class knew what he was talking about. At the present time any allusion to science, literature, or history is sure to be meaningless to at least half the college graduates in the room.

It is very difficult to demarcate a group of college subjects so obviously necessary for law students that they would be comparable to the three pre-medical requirements and would justify intensive concentration upon them to the consequent neglect of other college courses. Most law teachers would agree on only two points in this connection. First, college courses of a legal nature like constitutional law and jurisprudence are good for laymen, but should be avoided by a prospective lawyer since he will cover these same fields much more fully in his law school and had better spend his time in college on matters which do not overlap his legal curriculum. Secondly, a thorough training in expressing his ideas in the English language is indispensable. Beyond this, some will argue for concentration in History, others in Economics and Government, others in Science, while distinguished advocates are not wanting for the old-fashioned Latin, Greek, and Mathematics. Psychology has an important bearing on the mental processes of witnesses and of judges, and philosophy prepares the law student to handle abstract concepts. In short, it seems probable that there is no single pre-legal curriculum for anybody. The contacts of the law are so numerous that any one of a large number of fields of knowledge will prove related to it, and the years before law school may best be devoted to studying the subjects which the undergraduate himself finds most responsive to his own aptitudes and his own interests in life at large.

No law student, however, can afford to be wholly ignorant of Economics, Political Science, Psychology, the methods of the natural sciences, or English and American History. But it is a superstition all too prevalent to suppose that it is necessary to take a course in a subject in order to know something about it. A chief count in the indictment of college education is that it fails to develop a desire for reading books in fields outside of courses. Instead of requiring pre-legal courses a law school might prepare a list of recommended books in the fields previously described as essential. These books should be both interesting and important. If every law student, prospective or actual, were advised to read them, the professor of law would find in his men that common background which is so desirable.

Recommendations for pre-legal work made by Professor W. B. Leach, of Harvard University include the requirement of an intelligent understanding of Government, Economics, History, and English. His statement reads in part as follows:

It is not recommended that students intending to enter the Law School take courses in international law or constitutional law in the college.

Many students will find it convenient and desirable to concentrate in the field of History, Government, and Economics. If this is done, however, it is recommended that a student select some minor field of concentration in some subject quite unrelated to this field. It is desirable that an avocation be developed in which the student is something more than a dilettante. In both the study and the practice of the law a field of intellectual activity unrelated to the law is desirable for purposes of relaxation. It is further desirable that in some field, whether related or unrelated to the law, the student attempt to do at least one piece of comparatively exhaustive research during his college course.

A further recommendation is made by Professor Karl N. Llewellyn, of Columbia University, in these terms:

What I want a student to bring to law school from college has more to do with results than with subject matter: ability to (1) read; (2) write; (3) use a library; (4) evaluate opinion and evidence; (5) evaluate opinion and evidence quantitatively as well as qualitatively; (6) size up people. And interest in doing all of these.

There is little use trying to prescribe subject matter for acquisition of such skills and interests. It is a matter of temperament and teaching. And the skills and interests are more important than any subject matter. But I should prefer somewhat to have the stuff on which a student exercised himself while acquiring the skills include:

(a) Descriptive (not theoretical) Economics and Economic History;

(b) Political, social, and constitutional History, first, of the United States; second, of some other people or culture. And practice in the interpretation of documentary evidence seems to me particularly desirable;

(c) Some sociological study of modern America. Or some technological study of it. Or both;

(d) Some quantitative science or art: Physics, or quantitative Chemistry, statistical operations in economic or sociological data, or (as in accounting) in dollars. Surveying would do, at a pinch, or reasonably extensive work in carpentry;

(e) Art, or Literature;

(f) Psychology, or heredity, or anthropo-geography; *i. e.*, at

least one of the disciplines which indicate the limits of what manipulation of, or by, the environment can accomplish.

(g) Descriptive politics. Not "political science."

And it is to be noted that the extra-curricular game of jockeying for office and the like will often bring a man farther than study of this list of subject matter when it comes to seeing how and why courts do what they do, and what to do about it.

American Bar Association Reports, December, 1932

STUDENTS: ADMISSION AND FEES

The regulation of the relations between state institutions of higher education and their students, on a basis of justice to the individual consonant with sound public policy, is a matter worthy of the attention of all who study and practice the profession of education. The reports of the Federal courts and of the courts of last resort in the various states furnish a number of decisions in which the several subdivisions of this subject have been touched upon. This paper is a review of the salient points of some of those cases concerning the closely interrelated topics of admission and fees.

One of the earliest cases arose in Indiana, involving the right of admission to Purdue University. The board of trustees of this institution, without statutory authority, had made membership in a Greek-letter fraternity a positive disqualification for admission....

The following excerpts are from the opinion:

The admission of students in a public educational institution is one thing, and the government and control of students after they are admitted and have become subject to the jurisdiction of the institution, is quite another thing.

It is clearly within the power of the trustees... to absolutely prohibit any connection between the Greek fraternities and the university.

But the possession of this great power over a student after he has entered the university does not justify the imposition of either degrading or extraordinary terms and conditions of admission into it....

A later case arising in Mississippi reaches a different conclusion from the foregoing, where, however, the state legislature had passed an act abolishing and prohibiting secret societies at all colleges and universities supported by the state. In this case, it was held that the anti-fraternity statute justified the board of trustees of the state university in refusing admission to a prospective student who refused

to sign a pledge to the effect that he was not then pledged to become a member of any Greek-letter fraternity, had not become a member of any such fraternity within the sixty days preceding the opening of the school session, and would not join any such organization while a student in the university....

The court disposed of the complainant's contention that he was being denied a right guaranteed to him by the fourteenth amendment to the Constitution of the United States, as follows:

The fourteenth amendment to the Constitution of the United States was never intended to act as an accomplice to any young man who wanted to take advantage of the gratuitous advantages offered the youths to obtain an education, and yet refuse to obey and submit to the disciplinary regulations enacted by the Legislature for the welfare of the institutions of learning. The right to attend the educational institutions of the state is not a natural right; it is a gift of civilization, a benefaction of the law. If a person seeks to become a beneficiary of this gift, he must submit to such conditions as the law imposes as a condition precedent to this right.

The case was appealed to the Supreme Court of the United States, where the judgment of the Supreme Court of Mississippi was affirmed, the opinion being written by Mr. Justice McKenna....

The Mississippi Act was repealed in 1926. Similar acts in Arkansas and South Carolina have also been repealed. It may be said with safety that in view of recent and current developments in the theory and practice of higher educational administration, anti-fraternity legislation is of increasingly doubtful wisdom, and the policy of repression of such societies among college students is well on the wane....

Turning next to the exaction of fees as a condition precedent to admission to state institutions of higher education we find several interesting cases. One of the earliest of these was in Wisconsin. Here a member of the senior class in the state university was refused admission at the beginning of the fourth academic year of his residence, solely because he refused to pay a fee of \$4.00, which the board of regents required of all students except members of the law class, to cover incidental expenses, such expenses being the cost of fuel, lighting, and janitorial service for certain public rooms at the university, including the gymnasium and the quarters for the literary societies, there being no statutory authority for the provision of these things at the expense of the state. The aggrieved student secured an

alternative writ of mandamus directed against the board of regents, to which they made a return alleging their power to exact such a fee.

To this return the relator demurred, and the supreme court, overruling the demurrer and upholding the position of the regents, reasoned as follows from the law and the facts: First, the constitution of the state left the legislature free to regulate the matter of fees at the university....

Fourth, a statute in effect provided that no student who had been for one year or more a resident of the state should be required to pay any fee for tuition in the university, students in certain departments of the university being excepted from the application of this statute; but the word "tuition" was construed to mean "instruction" or "teaching" and not to have any reference to incidental expenses of a different character, such as those for which the fee in question was charged. In short, the heating and lighting of the gymnasium and public auditoriums were necessary and convenient for the accomplishment of the objects of the university, and the exaction from each student of a small fee to cover a fractional share of such heating and lighting as a part of the incidental expenses of the university was clearly within the general grants of power given by the legislature to the board of regents, and its exercise had never been expressly or impliedly forbidden by the legislature....

The Supreme Court of the state of Washington has upheld the constitutionality of an act of the state legislature directing the state university to collect certain fees from all students, including both a matriculation fee and a fee for tuition, the proceeds to go into a fund for the construction and equipment of two buildings on the campus. Such a legislative act would undoubtedly be upheld in any state, in the absence of an express provision of the state constitution to the contrary.

The right of the legislature to discriminate in favor of *bona fide* residents of the state by exacting higher admission and tuition fees from non-residents who become students in the higher educational institutions under its control has seldom been questioned....

Fees of a similar nature are exacted in practically all the states, and the legality of the practice is now beyond doubt, though its soundness as a matter of social policy is open to question. The unrestricted interchange between states of the high type of young persons who are attracted by educational opportunities may be of greater ultimate value than the paltry sums which are imposed as

hardships upon the capable and ambitious non-resident student in pursuance of the shortsighted policy of mutual exclusiveness. Statistics of the migration of students generally indicate that the interchange of students is so nearly equal that no state is a heavy gainer from its policy of discrimination; and almost any registrar of a state institution will readily attest that the administration of the requirement of non-resident fees is fraught with endless annoyance and no little injustice. A nation-wide study of the facts and the theory of these fees would be most opportune. M. M. CHAMBERS

The Journal of Higher Education, vol. iii, no. 3

THE LENGTH OF CLASS PERIODS¹

... Obviously one of the chief functions of the recitation is to assist and stimulate learning on the part of the student. The question to be considered in this study is whether students who spend fifty-five minutes in class learn more than those who spend only thirty minutes in class. If they learn more, how much more do they learn? Is the additional amount learned in the fifty-five-minute period proportional to the additional cost and time spent? If it isn't proportional, what justification is there for our present practice in so far as length of class period is concerned?...

The present lengths of class period seem to be based on custom, size of campus, and the fact that there are sixty minutes in an hour. There appears to be no scientific basis for the present practice. In this particular study a comparison of the relative effectiveness for learning of a fifty-five- and a thirty-minute period is made. The experiment was conducted at the Iowa State Teachers College during the spring and summer terms of 1930: during the spring term in the course entitled History and Principles of Education and during the summer term in Psychology I, Elements of Geography, and English I. Three departments of the college, four different teachers, and a variety of subject matter are thus represented in the experiment.

The classes in these courses meet regularly for a period of fifty-five minutes five times a week over a period of twelve weeks and the courses carry five hours of college credit. In each course in which the experiment was tried out a control and an experimental section were formed. The control and experimental sections were composed of matched groups made up of paired individuals; *i. e.*, each person

¹ An article appearing in the near future in the *Journal of Higher Education* will present in greater detail the procedure followed in conducting the experiment, together with the data on which the study is based.

in the experimental section was paired with a person in the control section having equivalent ability. Certain placement tests, selected because of their power to predict performance in the courses, were used for the purpose of setting up these pairs.

The average enrolment in the control and experimental sections was thirty. The experiment is therefore based on data collected from two hundred and forty cases. One hundred and twenty of these were in the experimental sections and one hundred and twenty were in the control sections. The control section in each course met for a period of fifty-five minutes and the experimental section for a period of thirty minutes. The same teacher had charge of both sections. The assignments were kept uniform for the two sections and were placed in the students' hands in mimeographed form.

For the purpose of measuring the amount learned during the course of the experiment, objective course tests were devised, varying in length from 236 to 366 items each. The course test was given as a pre-test at the beginning of the term's work and as a final test at the close. The gain made during the term was taken as a measure of the amount learned....

Speaking conservatively concerning the results of the experiment as a whole, *i. e.*, including the four subjects, History and Principles of Education, Psychology I, Elements of Geography, and English I, we are safe in saying that the fifty-five-minute class period resulted in the greater amount of learning.

However, the crucial question is which of the lengths of class period is the more economical for learning, and in order to answer this question a comparison of the difference in amount learned by the control and experimental groups needs to be made....

The control group having a class period 83.3 per cent longer than the experimental group learned 9.1 per cent more as measured by the use of objective tests. If the longer period, the fifty-five-minute period, is taken as the base from which to do the computing, the following result is obtained: reducing the length of the class period by 45.5 per cent, *i. e.*, from fifty-five to thirty minutes, results in reducing the amount learned by 8.3 per cent. Obviously in so far as the two class periods are concerned, the shorter period is much the more economical....

The four teachers who participated in the experiment expressed themselves uniformly as preferring the fifty-five-minute class period. Fifty-eight per cent of the students in the thirty-minute class period

indicated that they preferred the shorter period. Thirty per cent of these students indicated that they found it necessary to depend more on their own resources and work out the assignments more carefully on account of the short class period. Is it possible that we are spoon-feeding our college students when, as a matter of fact, they would prefer to be treated as adults?...

The objection may be raised that the most valuable products of classroom instruction are intangible and unmeasurable and that the results of this experiment are therefore misleading. Is it not highly probable that there is a high correlation between the measurable products of instruction and the so-called unmeasurable products? Is it not highly presumptuous to suppose that the tangible products are transmitted in the first half hour and the intangible in the last half hour?...

Now in closing may I utter a word of caution. This study is too limited in scope. Too few cases are included to warrant any hard and fast conclusions. It does serve, however, to arouse some rather healthy suspicions.

(1) Is it possible that our present class period, built as it is to a large extent on the clock hour, is not the most economical length of period?

(2) Considering the reasons for its present length (the fact that there are sixty minutes in an hour), would it not be merely a matter of chance if it were found to be the most economical length of period?

(3) A thirty-minute period is revealed in this limited study to be almost as effective as a fifty-five-minute period and much more economical. What would be the effect of reducing the class period to twenty minutes? What would be the effect of having the class meet three times a week, twice a week, or only once a week?

(4) This experiment was conducted almost entirely with freshmen. What would be the result if we were to try it out with sophomores, juniors, seniors?

(5) The very limited data that we have in this study tend to arouse the shadow of a suspicion that sophomores have learned to ride the recitation more successfully than have freshmen but that they have not to the same degree learned to master material when placed on their own resources. Is this true? This question can be answered only after a thorough study of the problem has been made....

J. B. PAUL

The Educational Record, vol. xiii, no. 1

REVIEWS

THE CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING TWENTY-SEVENTH ANNUAL REPORT

This Annual Report has unusual significance at the present time because of its many carefully reasoned views of the educational situation as affected by economic conditions. Constructive suggestions by President Henry Suzzallo of the Foundation include the following:

Control of Expenditure. The attention of university administrators now needs to be focused upon controlling expenditures where hitherto it has been centered on increasing income. Although long habit will make this adjustment difficult for many college executives, thoughtfulness applied to expenditures promises most in solving present and future problems. The very best of college trustees, save where careful watching of investments is concerned, can not help colleges and universities very much; but educational executives and the teaching faculties can help a very great deal. The external conditions affecting university or college finance are too largely out of control, while the internal situations are still highly flexible and manageable.

The chief way out of immediate difficulties is not through seeking more money—generally at present a futile procedure—but economy in expenditures, which is possible to all. . . . It is wise, within limits, to postpone expenditures for buildings, and other capital outlays. Improvements which are in fact needed may be postponed to a more propitious year without doing much more damage than to prolong the further endurance of ills to which we are already long used. Moreover one way to save in the next annual budget is to eliminate or postpone all less urgent activities; the other is to see that urgent or indispensable intellectual services are performed in a less costly way.

Economy Consistent with Improved Learning. Education is an indispensable service. No economy in education which greatly damages either the quality or the quantity required should be acceptable, particularly since there are many economies that will in no way diminish the quality of the training process provided, and as many more that will tend to encourage even better learning. . . .

Three of the best of the many changing trends now observable in

American higher education [are]: (1) to transfer the emphasis from the teacher to the learner, thus making independent study more important than class instruction; (2) to broaden the curriculum so as to emphasize that thoughtful correlation of knowledge which develops interest, flexibility of mind, and resourcefulness above highly specialized practical knowledges and skills; (3) to place institutional emphasis on a smaller number of educational services rendered with high quality, rather than on many services rendered under minimum standards. . . .

More Effective Distribution of Services among Institutions. One means of economy looks to the more effective distribution of services among higher educational institutions. Of this matter, two phases closely resembling each other may be discussed.

In the first place, let us suppose it is found that an institution is performing certain educational services at too high a cost, which accrues from slender registration for a given curriculum. This state of affairs may be revealed by a rough tabulation of instructional costs by major lines. . . . Furthermore, when wastefully expensive work is being done none too well among a group of neighboring higher institutions, the offerings duplicated should be reduced to the number really needed. This can often be accomplished through conference and cooperative agreement among the higher institutions involved.

In the second place, let us suppose that the rough tabulation of instructional costs by major lines reveals the fact that offerings which have been added to attract students and thus to obtain increased income from tuition fees are definitely a liability rather than an asset. Although total enrolment may be increased, it may be swelled to a disadvantageous cost that may reach the point of deficit. Moreover, other colleges in the region have been doing the same thing. Such competition is costly to all concerned. . . .

Reducing Institutional Offerings of Major Lines of Study. If eliminating certain major lines by allowing other institutions to perform the service for the students of the region is one large means to economy, another is to perform the services appropriate to the institution with fewer major lines of study consisting of more required courses and fewer electives. . . . We live in a rapidly changing world, which constantly requires the acquisition of new knowledges and skills as we continue to practice our professions and our citizenship. School and college can not anticipate these precisely. To pretend to do so in the classroom is a waste of time. . . .

Reorganizing Teaching to Emphasize the Learner. It is of the very greatest importance that our teaching processes be so reorganized and revised as to place more emphasis upon the learner. In applying this principle to higher education three imperatives among others contribute to this end: first, reduce the number of class sections; second, use a greater variety of instructional techniques with greater discrimination; third, increase the size of classes wherever the subject or the teaching technique permits.

Reducing the Number of Class Sessions. . . . Whenever the subject of a course is a well-established one, when the materials are well organized in a published literature, or the student is more mature in the subject, he needs less contact with the teacher and consequently fewer class meetings with his instructor. . . .

Using More Techniques, and with Greater Discrimination. It is important not to forget that the technique of teaching classes can often be changed so as to increase educational effectiveness. The present marked tendency to make over practically all meetings of all classes to discussion or recitation, regardless of the nature of the subject or the maturity of the student, is not entirely rational. Each method of teaching or learning has its own advantages and disadvantages and should be employed as pedagogically required. . . .

The Ethics of the Present Situation. It is doubtful institutional ethics to allow at present a policy of economy, however necessary, to lead to discharges from the academic staff. It is far better to divide the work and the salary budget. Those long in service should have the most secure tenure. Though their salaries are larger, these teachers are older, and they are nearing the age of retirement. In most cases the older members have the poorest chance to be reemployed. The younger staff members, those on term appointments, have the lowest salaries and probably the smallest accumulated surplus. If released, they probably could not find other teaching positions—at least not for a considerable period of time. For the present there is only one sound moral policy for administrators and trustees to pursue, and that is to divide the available work that can be paid for. Thus no professor's family now attached to the institution need be without a guarantee of at least a minimum living.

The present economic situation imposes certain very practical policies of curtailment on college management, but the present human

situation just as insistently calls for a humane policy. And colleges and universities as the custodians of civilized values should and will be just as quick to respond to the one as to the other.

The statistical section of the report enumerates among grants by the Foundation on behalf of the Carnegie Corporation in the field of higher education:

Modern Language Committee, American Council on Education, \$8000; Committee on College and University Teaching, American Association of University Professors, \$15,000; Progressive Education Association, more effective cooperation between secondary schools and liberal arts colleges, \$10,000; beside a considerable number of grants for local or more specialized purposes.

During the year the executive committee has approved administrative adjustments looking forward to the ultimate independence of the Teachers Insurance and Annuity Association from the Foundation.

The administration of the retiring allowances and pensions of the Foundation has been greatly simplified by the closing on May 1, 1931, of the list of those having expectations of benefits under the Rules of 1929.

During 1932, 126 allowances and pensions have become operative, the total amount being just over \$192,000. The total cost of allowances and pensions in force on June 30, 1932, was for 1016 persons, \$1,658,000, making a general average of retiring allowances and pensions \$1632. Of the 1016 persons, 562 were professors and officers in institutions on the associated list, 391 were widows of such persons. The total expenditure in retiring allowances and pensions from the beginning has amounted to more than \$23,000,000, including \$2,700,000 for institutions not now associated with the Foundation.

THE COLLEGE LIBRARY BUILDING: ITS PLANNING AND EQUIPMENT

The College Library Building: Its Planning and Equipment, by James T. Gerould; New York: Scribners, 1932.

The librarian of Princeton University, from a background of practical experience, from first-hand observation, and from visits to "more than fifty representative American colleges," has written a compact volume of 116 pages on the college library building and its equipment for the best service.

In Chapter One, Mr. Gerould discusses the "Educational Importance of the Library and Its Building"—a chapter that should

be read by college presidents, architects, the faculty, and librarians because of its clarity, its wisdom, and its vision. Other topics under discussion are the site; the necessity of careful and cooperative planning, as was done at Dartmouth before the Baker Library was built; reading rooms; book stacks; special rooms for treasures, archives, maps, etc.; administrative offices for the library staff; equipment; floors and flooring; heating; lighting; and ventilation.

Without arraying a mass of figures or going into minute detail, the author has given sufficient estimates of size, seating capacity, book capacity, amount of space needed for administrative purposes, and the like, to be useful to librarians and faculty committees who have to make preliminary studies. Estimates and measurements for the architect are rightly left for him to compute. Figures which are given on the costs of library buildings and the percentage distribution of costs at the University of Rochester, Dartmouth, Loyola at Chicago, and the University of Kentucky will be useful and suggestive.

The expense of the preparation and publication of this much-needed handbook was borne by the Carnegie Corporation, and to them and to Mr. Gerould, College Administrators, faculties, and librarians are grateful.

LUCY E. FAY

THE OBLIGATION OF UNIVERSITIES TO THE SOCIAL ORDER

The Obligation of Universities to the Social Order, New York University Press, 1933; 492 pp., \$2.00.

This volume assembles the addresses and discussions at the notable conference described in general in the October, 1932, issue of the *Bulletin* (page 461). It will be recalled that the keynote of the deliberations is the statement: "A part of the world is charging the universities with responsibility for the present situation. It is said that the success of these institutions in the cultivation of physical science is reflected in an industrial development in which production is dangerously out of adjustment with distribution and consumption; . . . that a new development of the social sciences is needed." To examine the whole position of higher institutions in the present social organization and to discuss ways of rendering them more efficient leadership was the aim of the conference as may be seen in the main headings of these proceedings: "The University and Economic Changes," "The University and Governmental Changes,"

"The University and Spiritual Values," and "The University in this Changing World." The significance of the conference is fully reflected in the numerous important contributions to progressive educational thinking here recorded.

MEASUREMENT AND GUIDANCE OF COLLEGE STUDENTS

Measurement and Guidance of College Students, First Report of the Committee on Personnel Methods of the American Council on Education, with an Introduction by Dean Herbert E. Hawkes, Chairman of the Committee. Baltimore: The Williams & Wilkins Company, 1933, 199 pp., \$2.00.

This volume presents the results of the work of the Committee on Personnel Methods from 1925 to 1930. Following the introductory chapter by Deans Hawkes, describing the efforts and aims of the Committee, chapters on the Personal Record Card, Achievement Tests, Personality Measurement, Vocational Monographs for Purposes of Guidance, and Character Development of College Students, summarize comprehensively many studies of this new field. The discussions are illustrated with a large number of tables and reproductions of personnel records.

BIBLIOGRAPHY OF RESEARCH STUDIES IN EDUCATION, 1930-31

This is a volume of 460 pages published by the United States Office of Education dealing with current educational conditions not only in the United States, but in foreign countries. While most of it relates to school rather than college and university levels, there are sections on appointment and tenure and certification of teachers, improvement of teachers in service, as well as on higher education. Beside the author and subject indexes, there is an index of institutions and organizations.

A Bulletin just completed describes methods of control of both publicly and privately supported institutions of higher education in the several states.

STATISTICS OF COLLEGES IN 1931 AND 1932

This is a preliminary tabulation by the United States Office of Education of material to be published in the next biennial survey, including statistical information as to personnel, degrees, and finances of land-grant and other state and municipal institutions,

state and city teachers' colleges, and normal schools and junior colleges.

PUBLICATIONS RECEIVED

The University of Chicago Survey, Floyd W. Reeves, Director. The twelve volumes—embracing some forty or fifty projects and involving more than three years' continuous work—are listed below: I. Trends in University Growth. II. The Organization and Administration of the University. III. The University Faculty. IV. Instructional Problems in the University. V. Admission and Retention of University Students. VI. The Alumni of the Colleges. VII. The University Libraries. VIII. University Extension Services. IX. University Plant Facilities. X. Some University Student Problems. XI. Class Size and University Costs. XII. The Oriental Institute. The University of Chicago Press. The complete set of twelve volumes published April 4, 1933, at \$30.00; by advance subscription, \$22.50.

The State and Higher Education, Phases of Their Relationship; New York: The Carnegie Foundation for the Advancement of Teaching, 1933; 272 pp.

William Watts Folwell, Autobiography and Letters; University of Minnesota Press, 1933; 287 pp., \$3.00.

Subject Index to Economic and Financial Documents of the League of Nations, 1927-1930; Boston: World Peace Foundation; 200 pp., \$1.50.

Foreign Views of American Education

The February issue of the *Harvard Teachers Record* (vol. iii, no. 1) is devoted largely to four articles related under the subject, "American Education Viewed by European Eyes." The titles are as follows:

A Briton Looks on American Education, Sir John Adams;

The Structure of the American Educational System as Seen by a German, Robert Ulrich;

American Education as Seen Hurriedly by a Frenchman, A. Desclos;

Spiritual Life in a Technical Age: Observations of an Austrian Visitor, Paul L. Dengler.

LOCAL AND CHAPTER NOTES

HARVARD AND YALE, JOINT COURSE IN LAW AND BUSINESS

Under the direction of the School of Law at Yale and the Graduate School of Business Administration at Harvard will be given a joint course for the purpose of training men for the practice of law in those fields involving contact with or the handling of business problems.

This joint course is a novel experiment in American education where both Schools contribute, and both hope to gain by exchange of professional knowledge. The interrelation of law and business has long been appreciated, but as yet no systematic graduate training which combines the two fields has been offered. That the course involves work in two different universities adds to its interest. Business executives and lawyers have commented favorably upon the venture, and will watch attentively its development and results.

Students admitted to this course will be carefully selected by representatives of both Schools, and only those who give evidence of ability to profit by the proposed training will be admitted. The number will be strictly limited.

These students will spend their first year at the Yale School of Law in New Haven, their second year at the Harvard Graduate School of Business Administration in Cambridge, and their final two years at the Yale School of Law. Those who successfully complete the course will be awarded the degree of Bachelor of Laws by Yale University.

The first year of study will be devoted to a consideration of the usual first year law curriculum with such modification as may seem desirable to supply the business background of the topics studied. The second year at the Business School will be spent in similar consideration of the fundamentals of business training. The last two years will be devoted to a modified form of legal training in which the problems of modern business will be emphasized. Representatives of the two Schools will together give several courses during the last two years. One of these will be a seminar in Business Policy, in one year correlating the several business courses studied at Harvard, and in the second further correlating the legal and business educations.

HARVARD UNIVERSITY, SOCIETY OF FELLOWS

"The managing body of the Society shall be the Senior Fellows, consisting of the President of the University and the Dean of the Faculty of Arts and Sciences, *ex-officio*, and of a Chairman and four others appointed by the Corporation and confirmed by the Board of Overseers. The appointments shall be made without limit of time, but subject to change by the Governing Boards.

"The Senior Fellows shall every year select Junior Prize Fellows and recommend them to the Corporation for appointment. These men shall be selected for their promise of notable contribution to knowledge and thought, by such methods as in the opinion of the Senior Fellows shall seem most likely to measure their future capacity. They shall devote their whole time to productive scholarship, and preparation therefor, free from academic regulations for degrees. They shall have all the privileges of any instruction given in the University, but shall receive no credit for courses and shall not be candidates for any degree. They shall enjoy the use of any library or laboratory they may need for their research, the University paying from the income of the fund for the Society any expense for equipment and supplies caused thereby.

"The first appointment of Junior Fellows shall be for three years, and at the end of that term a Junior Fellow who still gives a strong indication of production of a fundamental nature may, on the recommendation of the Senior Fellows, be reappointed by the Corporation for a second term not exceeding three years, but not thereafter. Such a reappointment shall not be treated as normal, but as a result of marked progress toward substantial results. During the first two years of the Society appointments may be made directly to the second term, and very exceptionally thereafter.

"First appointments shall not be made after the age of twenty-five, and it is hoped that they may be made younger, frequently at graduation from college. In making them no regard shall be paid to a distribution over academic subjects, but solely to the personal prospect of serious achievement in any field.

"The total number of Junior Fellows shall not exceed twenty-four at a time. Each shall be assigned to a House and shall be given, free of charge, rooms and board there. Married Junior Fellows on the second term may be given seven hundred and fifty dollars in commutation for rooms and board, but shall also be assigned to a

House and entitled to take there free of charge as many meals as they please. Each Junior Fellow shall receive in addition during his first term \$1250 a year, and during the second \$1500. The Chairman of the Senior Fellows shall receive \$1000 a year, and the other elected Senior Fellows \$500—besides proper expenses for conducting the examinations and other needful assistance. On the recommendation of the Senior Fellows the Corporation may make appropriations from the income of the fund for the Society for apparatus, travel, and other reasonable expenditures by the Junior Fellows required for the prosecution of their researches."

In its editorial comment *The Harvard Teachers Record* (vol. iii, no. 1) says:

"President Lowell's idea of a Society of Fellows has evolved into a concrete plan that will soon be put into active execution. In essence it is very simple. It provides for the careful selection of a group of a score or more young men of high intellectual endowment and rich in the promise of unusual scholarly achievement. Each of these men, freed from the necessity of making a living, is generously placed here in the purlieu of Harvard, granted the freest access to libraries, laboratories, and the resources of the University—given, in effect, this encouraging message: 'We have elected you into this Society of Fellows because we have faith in your creative power. You have already, under a somewhat restricted curriculum, demonstrated your ability in specific ways; you have thereby won our confidence. We are sure that you can, on your own initiative, plan some great task and in three years—or six at most—bring it to satisfactory completion. We freely grant you this charter of an enlarged intellectual freedom; this charter of freedom naturally carries with it an expectation of a finished product of high scholarly worth. The measure of that worth is the measure of the success of the plan.'"

UNIVERSITY OF MARYLAND, EXTRACTS FROM THE LEGAL DECISION
ON DISMISSAL OF STUDENTS

Conclusions of Law

"1. Though the University of Maryland is a land grant college, receiving appropriations from the Federal Government under an Act of Congress which requires that a course in military tactics be offered the students, the Federal law does not require that the offered course be compulsory....

"2. Article 36 of the Maryland Declaration of Rights expressly provides 'that all persons are equally entitled to protection in their religious liberty.'

"3. The Fourteenth Amendment to the Constitution of the United States protects citizens thereof against invasion by a State of their rights of life, liberty, and property. Article 23 of the Maryland Declaration of Rights is in substance similar thereto. The right to worship according to the dictates of one's own conscience is one of the liberties protected by the Fourteenth Amendment. . . .

"The charter of each institution emphatically forbids the imposition of any sort of religious test, *viz.*: 'No sectarian or partisan test shall be allowed or exercised in the appointment of trustees or in the appointment of any instructors or other officers of the college or in the admission of students thereto or for any purpose whatever;' and that the university shall be 'maintained forever upon the most liberal plan, for the benefit of students of every country and every religious denomination, who shall be freely admitted to equal privileges and advantages of education, and to all the honors of the university, according to their merit, without requiring or enforcing any religious or civil test, urging their attendance upon any particular plan of religious worship or service.' . . .

"6. In this case the extremely simple issue has been clouded by the action of third persons which should not operate either for or against the rights of the petitioner. The record shows that petitioner, entertaining fixed and definite views amounting to religious conscientious objections, applied to a certain civic organization for assistance in presenting those views to the university. . . .

"Upon the hearing, this entire incident was excluded from the evidence because irrelevant.

"7. In the findings of fact the Court announced above that by its past and present policy the university would exempt altogether from the course in military training a member of the Society of Friends. It is clear to the Court that such exemption coupled with a refusal to grant a like full exemption to Coale constitutes an illegal discrimination against him.

"... The exemption granted by the university to members of the Society of Friends is not a matter of grace but a matter of right, resting upon the fundamental law of the State and Nation. If religious conscientious objectors are excluded from this State-supported university except upon pain of relinquishing their religious

beliefs and principles, then a religious test has been imposed as a condition of their enjoyment of its educational privileges. Though it seems to be thought commonly that the Society of Friends is unique in this regard, Mr. Edward Needles Wright, in the work above cited, lists no less than twenty-six sects in the United States whose members subscribe to similar religious views. These citizens are entitled to full protection in their religious liberties as guaranteed by the Federal and State Constitutions...."

The Daily Record, January 25, 1933

MASSACHUSETTS INSTITUTE OF TECHNOLOGY, ALUMNI EFFORTS
AGAINST UNEMPLOYMENT

A group of alumni announced that they would accept positions without salary on condition that they should not thereby displace any paid employee and that the work must offer an opportunity to use their technical training. They were interested in the problems of small industrial plants in need of technical assistance, which they might be unable to employ. New York newspapers gave the announcement publicity and within twenty-four hours numerous opportunities were offered.

UNIVERSITY OF NEBRASKA, HIGH SCHOOL INSTRUCTION BY
CORRESPONDENCE COURSES

The University is making an experiment designed to help small high schools improve the variety and the quality of educational service at reduced cost. The experiment consists in supplying from the State University Extension Department correspondence courses in whatever subjects any student in a small high school may desire to study. The student attends high school regularly and devotes a portion of the regular school time to the correspondence study under the supervision of the high school teacher. The written lessons are sent to the University for correction and grading. The objectives and advantages of this procedure are thus described:

It increases the number of subjects available in the high school curriculum so that a two-teacher school may offer a variety of instruction comparable with that of a large high school, thereby making it possible for each student to study some subject in which he is particularly interested.

It reduces the cost of instruction per student per term by about half. A school may obtain for \$1.25 the completed lesson plans, including tests and scoring keys, for one semester.

It enriches the courses taught by bringing to the high school pupils a range of subject matter beyond the understanding of the high school teachers actually employed. It thus helps educate the teachers as well as the students.

It stimulates experimentation in all small high schools simultaneously and coordinates the results of these experiments through the Extension Department of the University. The University thus becomes the center of cooperative experiment for the entire State. The curricula of high schools are kept fluid and not crystallized by official State syllabi.

OKLAHOMA, REORGANIZATION OF HIGHER EDUCATION BY ORDER OF
GOVERNOR MURRAY

"Much duplication of educational work in the several higher institutions is indulged in, creating small classes with large salaried teachers of such classes at great cost to the taxpayers. It therefore becomes necessary to eliminate such duplication, and thereby the excess expenses upon the people.

"Now, therefore, I, William H. Murray, the governor of the State of Oklahoma, do hereby order the presidents of the University and the Agricultural and Mechanical College; and the regents of the said two institutions to effectuate that result, beginning with the fiscal year July 1, 1933, by providing:

"First: The elimination of 'education classes' or normal school work, from both the University and A. and M. College, leaving such 'education work' to be performed only by the six normal schools, or teachers' colleges of the State.

"Second: It is also ordered that all engineering be transferred from the University at Norman, Oklahoma, to the State A. and M. College at Stillwater, Oklahoma.

"Third: That all pre-medical and pre-law education now taught in the A. and M. College be transferred to the University.

"Fourth: That all classes in geology be transferred from the A. and M. College to the University; and that all classes of pathology be transferred from the University to the A. and M. College, together with all classes in home economics.

"And that after July 1, no money shall be expended for such purposes; and the president of the University and the president of A. and M. College, together with members of the board of regents and the board of agriculture, are hereby directed to take notice and to effectuate rules, orders, and regulations in conformity to and with this order."

The Daily O'Collegian, Stillwater, Oklahoma, March 14, 1933

PRINCETON UNIVERSITY, NEW ADMISSION PLAN

A more comprehensive plan of admission adapted to meet the recent advances in secondary education is outlined in *School and Society* for February 11. A novel feature of the plan is the adoption of a different interpretation of the customary unit, which will enable the university to continue the candidates on the educational program already partially developed in the schools. Each applicant, in applying for admission, submits both his credentials and his future plan of study. The Committee on Admissions has before it the course of study followed in the school, the intended college program, and the College Entrance Examination Board record. The current unit system gives a fair indication of the quantity of preparation of the average candidate, but does not express its quality. For this purpose, a distinction will be made between honors and pass work, the latter being defined as corresponding with a mark of 60 or better in the Board examination.

Honors work is to be defined, however, by agreement between the university and the school for each candidate, involving a specific recommendation by the principal or headmaster for advanced standing in a particular subject. This carries the implication that the corresponding freshman course will not be taken, but that the student will be enrolled in a sophomore course or in a high standing section in an advanced freshman course. The honors award would permit the extension of conventional unit values by one point in English, mathematics, and the foreign languages. Honors in science will depend on the study of both physics and chemistry, as well as mathematics. The election of a continuing course in college is a condition of the honors award.

The university does not regard this as a plan of admission merely, but as a method of placement in such a way that the student's developing interest will without interruption receive further stimulation in the broader opportunities of college life.

ROLLINS COLLEGE, UNIT-COST PLAN FOR STUDENT FEES

Beginning with the academic year 1933-34, Rollins College will adopt a program said to be new in college finance. The plan has been advocated in principle by officers of the General Education Board and other educational experts, Rollins College being the first to put it into practice.

The plan in brief as adopted by the executive committee of the Board of Trustees, January 5, 1933, is as follows:

(a) It budgets the college on an adequate but not an extravagant financial basis.

(b) It divides the annual operating expenses by the estimated student enrolment, not to exceed five hundred.

(c) It then fixes the cost of board, room, and tuition of the individual student as one unit-cost of the total, which it is calculated will be \$1350 for the next year, an increase of over \$400 in excess of the present charge.

(d) It makes available the income of the present endowment—approximately \$60,000 a year—plus any gifts which may be received for loans or scholarships for reducing tuition to those worthy and desirable students who can affirmatively prove they can not pay the full rates.

This Unit-Cost Plan will apply to all students except:

(1) Those whose parents are *bona fide* residents of the college community. Such students who maintain approved standards will be granted a limited number of partial scholarships in recognition of the friendship and support of this community which serves us and which we try to serve.

(2) Those of approved standing now at Rollins who can affirmatively show that they will have to leave college if they are required to meet the increase. It is proposed to allow these to continue at the rate they are paying this year.

School and Society, vol. xxxvii, no. 946

SWARTHMORE COLLEGE, ABOLITION OF SORORITIES

As described by a news release of the National Student Federation, abolition next fall of sororities, known at Swarthmore College as "women's fraternities," was voted by the Women's Student Government Association recently. In secret ballots, 160 girls voted to abolish the sororities, 108 favored retaining them, and 6 were undecided. The action was taken despite the fact that 75 per cent of the women students are members of the sororities. The decision came nearly a year after a previous decision to curtail activities of

the sororities for 1932-33 and to work out a plan for the participation of all women in campus social affairs. It followed long-standing complaints that social activities among the women students were limited almost entirely to sorority members.

UNIVERSITY OF TEXAS, RESOLUTION ON SELECTION OF MEMBERS OF INVESTIGATING COMMITTEES

At a meeting of the University of Texas Chapter of the American Association of University Professors, held March 15, the Chapter voted without a dissenting voice to request the Association to recognize the principle that in the future no member of a committee of the Association appointed to investigate conditions affecting academic freedom and tenure in any state college or university shall be drawn from the faculty of a college or university supported by the state which supports the institution being investigated.

TRANSYLVANIA COLLEGE, INTENSIVE ORIENTATION COURSES

The faculty has recently voted to open the fourth consecutive semester with an independent and introductory program of two weeks. At the opening of the last two sessions this period has given an opportunity for much more thorough freshman orientation than is ordinarily possible. This work is included as a part of the required freshman course in the Bible and civilization, one half of which is completed during the first two weeks of each semester. During the same time the sophomores are given required courses in art appreciation. The juniors and seniors are given an opportunity during these same periods to devote their entire time to their major departments. All students may earn two credits during each two weeks' program. At the beginning of the second semester of 1931-32 the junior and senior courses offered were: Biology—the biological development of man; chemistry—physiological chemistry; economics—labor problems; expression—play production; French—new Europe and the language complex; home economics—home nursing; mathematics—special topics; physics—measurements in light; political science—structure and work of the state legislature; and psychology—modern trends in psychology. In the two weeks at the beginning of the second semester of 1932-33 it is hoped to unify the program for juniors and seniors by having as a general theme some practical applications of each major field.

No time is lost at the beginning of a semester in registration, as each student has only one class to select and that one depends merely on his classification or major field of study. During the two weeks he has ample leisure time to select his semester's schedule under the direction of his adviser. During the two weeks at the beginning of the 1932-33 session one-half day was devoted to short organization meetings of the regular semester courses.

It is believed that several objectives are accomplished by the two weeks' program. Time formerly lost in registration is now saved, as students are actually in classes and at study on the first day of the semester. While the assimilation periods between class meetings are short the various tasks are being attacked in a more nearly full-time life-like procedure. The major professor becomes acquainted with his students and their abilities in a more thorough manner. The junior or senior has an opportunity to realize what full-time work in his field will be like. If any student has overestimated his resources for college, either mental or financial, he has a good opportunity to learn that in the two weeks. He may then drop out with some feeling of accomplishment, as a unit of work has been undertaken. The college officials have had a better chance to study classification tests and other pertinent information indicating whether the student may profitably remain in college. This unique variation from traditional procedure should cause enough thoughtful effort toward adjustment to vitalize the thinking of faculty and consequently of students.

V. F. PAYNE, *School and Society*, vol. xxxvii, no. 948

COMMUNICATION

FROM THE DEAN OF A STATE UNIVERSITY

"In sending you the papers that you let me have concerning candidates for the position as assistant professor of ——— in the ———, I must express to you my thanks for the completeness of the information given in connection with each of the applicants.

"If I had any suggestion to make it would be that the candidates should be a little more diligent in keeping their papers up to date with you, and yet this incompleteness of a few of the papers was quickly remedied by the letters from the candidates themselves and from those to whom they referred for further information.

"I should like to see the appointments' office of the Association become the real and rather complete clearinghouse for all university professors from one end of the country to the other. Those heads of departments having vacancies to fill should be able to apply to you and be sure of getting a pretty complete list of available candidates in their fields. On the other hand, the representatives of the big schools having young men to place should encourage them all to enroll with you. You are doing a fine piece of work in this field and I hope the work will grow with the rapidity commensurate with its high quality."

MEMBERSHIP

ACTIVE MEMBERS ELECTED

The Committee on Admissions announces the election of one hundred and forty-four active and forty-seven junior members as follows:

University of Arizona, Leonard J. Curtis, Joseph L. Picard; University of Arkansas, Arthur S. Brown, Leonard C. Price, Margaret R. Richter; Baldwin-Wallace College, Ruth L. Beyer; Bethany College (Kansas), J. Olson Anders, Emil O. Deere; Boston University, George B. Emerson; Bucknell University, F. G. Ballentine, Alvin B. Biscoe, Charles M. Bond, John H. Eisenhauer, Warren D. Garman, John S. Gold, Philip L. Harriman, Byron S. Hollinshead, William T. Johnson, W. Norwood Lowry, T. Ernest Newland, William H. Schuyler; University of Buffalo, Kenneth A. Agee, Karl W. Bigelow, John T. Horton, Richard N. Jones, Lester S. Kellogg, R. E. L. Kittredge, Edmund D. McGarry, H. C. Mills, John D. Sumner, H. W. Widener; University of California (Los Angeles), Lewis A. Maverick; Converse College, August Cook; Dalhousie University, Raymond J. Bean, Donald Mainland, Sidney E. Smith; Colleges of the City of Detroit, Alice Camerer; Duke University, Charles R. Anderson, James Cannon, III, Richard A. Harvill, John T. Lanning, Douglas B. Maggs, Herbert Sugden; Florida State College for Women, G. Wade Ferguson, Beatrice B. Williams; University of Florida, Lucius M. Bristol, Alfred Crago, Joseph R. Fulk, Edward W. Garris, R. H. Howard, Zareh M. Pirenian, Linton Stevens; Georgia State College for Women, Lila L. Riddell; Grinnell College, George L. Pierce; Hood College, William R. Barnhart, Catherine Williams; Howard University, William J. Bauduit, Frank Coleman, Jason C. Grant, Jr., Abram L. Harris, Leonard Z. Johnson, E. E. Just, Edward E. Lewis, George M. Lightfoot, Alain L. Locke, Charles S. Parker, Valaurez B. Spratlin, Francis C. Sumner, Charles H. Thompson, Dudley W. Woodard; Indiana University, Gustave O. Arlt, Frances H. Ellis, Grace N. Martin; Iowa State College, Annie W. Fleming, Mabel A. Fleming; Kent State College, James R. Beck, Joseph Begala, Nona I. Jordan, Raymond E. Manchester, Bertha L. Nixon, Florence M. Sublette, G. Hazel Swan, C. James Velie; Lake Erie College, Lottie E. Munn; Louisiana State University, R. H. Lush; Massachusetts Institute of Technology, James G. Estes; Michigan State Normal College, John A. Sellers; University of Michigan, James K. Pollock; Moorhead State Teachers College, Margaret McCarten, Alex J. Nemzek, Daniel L. Preston; Mount Holyoke College, Marion E. Blake, Fredda D. Reed, Stuart M. Stoke; University of Nevada, Jay A. Carpenter, Philip A. Lehenbauer, Fred W. Traner; University of New Hampshire, Paul P. Grigaut; North Carolina State College, Jasper L. Stuckey; University of North Dakota, James E. Cox; Oklahoma Agricultural and Mechanical College, Mabel D. Holt; University of Oklahoma, Lowry A. Doran; University of Oregon, John L. Casteel, Walfred A. Dahlberg, Ernesto R. Knollin, E. C. A. Lesch; University of South Carolina, Francis W. Bradley, Irene D. Elliott, Ruben C. Johnson, Paul M. Patterson, Julian J. Petty, Robert H. Wienefeld, Wyman L. Williams; South Dakota State Teachers College (Aberdeen), John W. Thomas; University of Southern Cali-

fornia, Harry J. Deuel, Jr., John F. Dodge, Gilbert H. Dunstan, Park J. Ewart, Robert M. Fox; **Syracuse University**, Floyd H. Allport, Helen K. Bernard, Katherine Dwyer; **Temple University**, Arthur K. Leberknight; **Agricultural and Mechanical College of Texas**, John Q. Hays, Joseph J. Woolket; **Tulane University**, Walter C. Bosch, Alvin B. Cardwell, William F. Smith, J. Clay Walker; **United States Naval Academy**, Howard P. Kelsey, Joseph M. Purdie, William H. Sewell; **Ursinus College**, Harvey L. Carter; **University of Utah**, Leroy E. Cowles, H. L. Marshall; **University of Vermont**, L. L. Briggs; **Virginia State Teachers College (Harrisonburg)**, Margaret V. Hoffman, Charles H. Huffman, Myrtle L. Wilson; **University of Virginia**, Leslie H. Buckler; **Wabash College**, Myron G. Phillips; **Washington State Normal School (Cheney)**, Ralph K. Allen; **Wilson College**, Edith R. Schneckenburger; **University of Wisconsin**, George A. Parkinson, George G. Town.

TRANSFERS FROM JUNIOR TO ACTIVE MEMBERSHIP

Adelphi College, Lulu Maynard; **Antioch College**, Clarence J. Leuba; **Colgate University**, Alton Taylor; **Colleges of the City of Detroit**, Rupert L. Cortright; **Duke University**, Alan K. Manchester; **Goucher College**, Belle Otto; **Hamilton College**, Lewis H. Gordon; **Hobart College**, Eleanor H. Graves; **Hunter College**, Dorothy Lampen; **Illinois State Normal University**, Gerda Okerlund; **University of Michigan**, Armand J. Eardley; **Mills College**, Charles A. Barker; **New York University**, Jenny E. Rosenthal; **University of North Dakota**, George R. Geiger; **Northwestern University**, William Jaffe; **Ohio State University**, S. Edson Haven; **Ohio Wesleyan University**, Nicholas T. Bobrovnikoff; **University of Oklahoma**, Besse Clement, Ruth A. Holzapfel; **University of Pittsburgh**, Sara E. Piel; **University of Porto Rico**, Miguel Wiewall, Jr.; **Skidmore College**, Dorothea Johannsen; **Smith College**, Vincent M. Scramuzza; **Southwestern University**, Ralph C. Hon; **University of Tennessee**, William H. Combs; **Vassar College**, Eleanor T. Lincoln; **Washington University**, Bayard Brick; **Yale University**, Sophie B. D. Aberle.

JUNIOR MEMBERS ELECTED

University of Akron, Elmer Ende; **Alabama Polytechnic Institute**, Hugh B. Gordon; **University of Arkansas**, Charles H. Cross, Albert De Groat; **Columbia University**, Margaret Callaghan; **Converse College**, Elford C. Morgan; **University of Delaware**, Harold J. White; **Duke University**, William S. Hoole; **University of Florida**, U. P. Davis, William T. Hicks, Sam W. McInnis, Morgan C. Rochester, E. Benton Salt, Zach Savage, B. O. Smith; **Indiana University**, Donald S. Berrett; **University of Iowa**, Charlton W. Tebeau; **Kent State College**, Clarence L. Cook, Alfred B. Garrett, Helen McClaffin; **Louisiana State University**, James A. Bradley, T. Lynn Smith, Thomas C. Wiggins, S. Metella Williams; **Moorhead State Teachers College**, Blanche I. Loudon, C. P. Lura; **Morehead State Teachers College**, Marvin George; **Mount Holyoke College**, Phyllis D. Swann; **Ohio State University**, Paul I. Miller; **University of Oregon**, Roscius H. Back, Pat Merrick, Harold J. Noble, Henry J. Pettit, Jr., Wendell B. Smith; **Pennsylvania College for Women**, Marjorie F. Kimball; **Pennsylvania State**

College, Nora E. Wittman; **Temple University**, Ross C. McCardle; Richard O. Malcomson; **Trinity University**, Nora Zeigler; **United States Naval Academy**, Leslie M. Oliver; **Williams College**, Alton Gustafson; **Yale University**, Sydney R. McLean, Dorothy Moody; **Not in University Connection**, Charles A. Fisher (M.A., Susquehanna), Deland, Fla.; Mildred B. Mitchell (Ph.D., Yale), George School, Penna.; Luther A. Pflueger (Ph.D., Wisconsin), Nashville, Tenn.; Leon F. Sensabaugh (Ph.D., Johns Hopkins), Oklahoma City, Okla.

NOMINATIONS FOR MEMBERSHIP

The following twenty-four nominations for active membership and eight nominations for junior membership are printed as provided under Article IV of the Constitution. Objection to any nominee may be addressed to the General Secretary, 744 Jackson Place, Washington, D. C., or to the Chairman of the Committee on Admissions¹ and will be considered by the Committee if received before May 25, 1933.

The Committee on Admissions consists of R. E. Dengler, Pennsylvania State, Chairman; A. L. Bouton, New York; H. L. Crosby, Pennsylvania; A. C. Lane, Tufts; A. O. Lovejoy, Johns Hopkins; W. T. Magruder, Ohio State; Julian Park, Buffalo.

Amy Bowman (Education), Utah
Theophil F. Buehrer (Agricultural Chemistry), Arizona
Alan B. Burritt (Horticulture), Florida
David F. Cavers (Law), Duke
Marc M. Cleworth (History), South Dakota State Teachers (Northern)
Clay B. Freudenberger (Medicine), Utah
Vivian L. Garrett (Home Economics), Hiram
Helen T. Graham (Pharmacology), Washington (St. Louis)
John A. G. de Gruchy (Economics), Virginia
George P. Hammond (History), California (Los Angeles)
Max L. Hutt (Education), City College
Elfreda Littlejohn (Music), Kent State
Joseph A. McCurdy (Romance Languages), Centre
Grace K. Nadig (Home Economics), Temple
Katherine B. Peeples (Music), Redlands
Thomas W. Rogers (Business Administration), Indiana
Matthew M. R. Schneck (Psychology), Arizona
William F. Shaffer (Greek), Gettysburg
Anna M. Sharp (Music), Florida State for Women
Winford L. Sharp (Psychology), Wooster
Alethea E. Smith (Speech), Florida State for Women
Ernest Spiegel (Medicine), Temple
J. N. Truesdale (Greek), Duke
Lydia D. Woodbridge (French), Indiana

NOMINATIONS FOR JUNIOR MEMBERSHIP

Donald S. Allen (Speech), Ohio Wesleyan
Thomas L. McCulloch (Psychology), Duke
Eastman Smith (Mechanical Engineering), Mass. Inst. Technology
Alfred M. Stumer (International Law), Johns Hopkins

¹ Nominations should in all cases be presented through the Washington Office, 744 Jackson Place, Washington, D. C.

Silas M. Thronson (Chemistry), Florida
Julius Tolson (English), Pennsylvania
Assunta Vasti (Physiology), Goucher
Joseph C. Willen (German), Haverford

SUPPLEMENTARY LIST OF NOMINATIONS FOR ACTIVE MEMBERSHIP

Carey H. Bostian (Zoology), North Carolina State
Harve Clemius (Music), Rollins
Mason Crum (Religion), Duke
Thaddeus E. DuVal (French), Temple
Charles A. Ford (Psychology), Temple
Samuel P. Franklin (Religion), Pittsburgh
James D. Glunt (History, Political Science), Florida
Harold C. Goldthorpe (Biological Chemistry), Utah
Joseph A. Greenwood (Mathematics), Duke
Alfred C. Hawkins (Geology), Rutgers
Powell H. Humphries (Electrical Engineering), Tulane
Hugh E. Keeler (Mechanical Engineering), Michigan
Walter Lawton (Mathematics), Temple
Laurence H. MacDaniels (Pomology), Cornell
Charles F. Marden (Sociology), Rutgers
Freeman G. Martin (Animal Husbandry), Florida
Robert F. Poole (Plant Pathology), North Carolina State
Willis W. Ritter (Law), Utah
Edward S. Sheiry (Civil Engineering), Robert
Harry J. Smith (Religion), Baldwin-Wallace
David E. Sonquist (Psychology, Philosophy), Shurtleff
K. A. Stiles (Zoology), Michigan

SUPPLEMENTARY LIST OF NOMINATIONS FOR JUNIOR MEMBERSHIP

George A. Hunt (Bacteriology), Washington (St. Louis)
Gustav S. Nordberg (Psychology), North Dakota
Fred W. Tinney (Botany), Wisconsin
Richard P. Trogon (Biology), Florida

Appointment Service Announcements

The Appointment Service is open only to members but formal registration is necessary. Those interested in keyed vacancies may have duplicates of their registration blanks transmitted to appointing officers on request.

Members registered with the Appointment Service may have brief announcements inserted in the Teachers Available section at a charge of \$1.00 per line for the first insertion and 50% of that amount for repetitions. Copy should reach the Washington Office not later than the end of the month preceding publication.

Administrative officers who are interested in announcements under Teachers Available may, upon inquiry, receive copies of registration papers of candidates. Appointing officers are invited to report vacancies at their institutions.

Vacancies Reported

Business Administration: Professor, man, eastern college. Catholic, Ph.D. preferred. V 589

French: Substitute professor for 1933-34, woman, small eastern college. Ph.D., active Christian. V 590

History: Instructor, young man (single), middle western college. M.A. degree at least, some teaching experience. Courses in general European, expansion of Europe, English, and American diplomacy (one semester). Salary, \$1800. V 592

Institutional Management: Director of college halls and dining room, woman, small eastern college. College graduate, under 40 years of age. Salary, according to training and experience. V 591

Physics: Associate professor and head of department, man, southwestern university. Ph.D. and college teaching experience. Salary, a little less than \$3000. V 593

Library Service

Library Service: Woman, Ph.D. in classics, teaching experience, foreign study, offers her research service in literary or historical fields in institutions in New York City and vicinity; material examined, photo-stats secured.

Teachers Available

Accounting: Professor emeritus, large eastern university, might accept temporary or part-time appointment, under agreeable circumstances, for sake of experience teaching and living in other section of country.

A 595

Biology or Zoology: Man, 35, married, Ph.D. Head of biology department in small college seven years. Four years' teaching experience in large university. Research. Publications. Available fall of 1933. A 596

Botany: Ph.D., experienced teacher with broad training. A 597

Botany, Biology, Genetics, Floriculture: Woman, Ph.D. Taught also physics, chemistry, physiology. Available fall or summer, 1933. A 598

Chemical Engineering: Ph.D. 1932. Industrial experience. A 599

Chemistry: Ph.D. Analytical, physical, or inorganic. A 600

Chemistry: Ph.D. Nine years' successful experience in college and university teaching. Research. Publications. Available at once. A 601

Classics: Man, Ph.D. Harvard. Years of college experience. Wishes to teach classic languages and art. Available 1933. A 602

Classics: Young woman, Ph.D. Hopkins, seeks position giving college or university teaching experience. Available September. A 603

Classics and Classical Archaeology: Woman, Ph.D., experienced teacher, foreign study. A 604

Deanship: Woman, single, Ph.D. in philosophy and education. Unusual background. Administrative experience in women's college and in educational institutions. Values opportunities for teaching, research, contacts with the public. Special interest in the education of prospective teachers. A 605

Economics, Business Administration: M.B.A. Four years' teaching experience. Available September, 1933. A 606

Economics, Business Administration: Married, M.C.S., N. Y. U.; course work and language for D.C.S. Three years' university teaching experience, seven years' banking experience. Trained in research. Special fields—banking, finance, and foreign trade. Available June. A 607

Economics, Business Administration: Ph.D. Six years' teaching. Public accounting experience. Publications. Available fall, 1933. A 608

Economics and Business Administration: Ph.D., C.P.A., eight years' university teaching experience. Publications. Available June, 1933. A 609

Education and Psychology: Man, Ph.D. Wisconsin. Secondary school experience. Six years' college experience. Desires secondary teacher education, measurements, psychology. A 610

Education and Psychology: Man, 37, married, Ph.D. Columbia. Four years' secondary school and seven years' college teaching experience. Publications. Desires summer or permanent position in college personnel, educational psychology, or measurements. A 611

English: Man, 36, single, M.A. Oxford, Ph.D. Harvard. Several years' experience as college department head. Desires teaching position in a college or university. Available fall of 1933. A 612

English: Man, married, Ph.D. Yale. Six years' experience as college department head, four years' experience in college administration. Platform experience. Desires position in teaching or administration, or combination of the two. A 613

English: Married, Ph.D. Virginia, 1928. Publications and platform experience. The drama and novel. Available fall of 1933. A 614

English: Ph.D. Harvard, 1921. Ten years' experience directing graduate work. Foreign travel. Research. Publication. Comparative literature in Middle Ages. Professorial rank; opportunity for research desired. A 615

French: Man, married, M.A. Middlebury. Now assistant professor. French descent, speaks French fluently. Wife, native of France, Brevet Elementaire. A 616

French: Man, single, candidate M.A. summer, 1933. Eight years' college teaching experience. Available fall, 1933. A 617

French, German: Man, Ph.D. (American and French). Long training, wide teaching experience. Department head. Research, publications. A 618

French, Spanish, German, Latin: Man, Ph.D., 20 years' successful teaching experience in accredited colleges. Now head of department. Training based on broad classical foundation. Available for summer or fall of 1933. A 619

Geography and Geology: Man, 32, married, M.S., candidate for Ph.D. in geography. Six years' teaching experience, five in large university. Available September, 1933. A 620

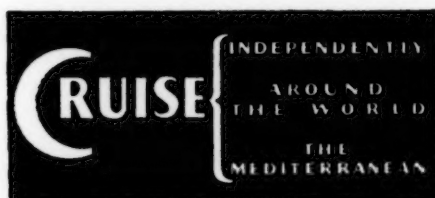
Geology: Man, 31, Ph.D. M.I.T. Instructor three years. Field experience with Geological Survey. Publications. Available summer or fall, 1933. A 621

German: Man, Ph.D. Fifteen years' experience in middle western and southern institutions; acting head of German department four years in eastern women's college. Travel in Germany. Author of textbook. A 622

History: Woman, 43, Ph.D. Nine years' college teaching. Numerous publications. Available now. A 623

- History or Art: Man, M.A. Yale, near Ph.D. Seventeen years' university teaching, five as head of department. A 624
- History, Political Science: Man, single, Ph.D. California, 1933. Four years' university teaching. A 625
- History, Political Science: Man, 35, Ph.D. Wisconsin. Eight years' teaching state university. Available fall, 1933. A 626
- Journalism: Man, M.A. Graduate work history, psychology. Professor and department head, twelve years. Present, permanent appointment class "A" journalism school. Weekly, small city daily, metropolitan newspaper experience. Publications. Editorial, teaching, administrative record. A 627
- Mathematics: Candidate Ph.D. M.I.T., June. Now a part time instructor, desires a full time position beginning in September. Nine years' college teaching experience. Wife has taught college piano five years. A 628
- Mathematics: Man, 30, married, Ph.D. Seven years' university teaching. Now assistant professor in a southern university on permanent appointment, but desires transfer to liberal arts college or university in northeast. Especially successful in molding mathematics work to liberal arts point of view. A 629
- Music: A.B. Superior training here and abroad. Nine years' college experience. Piano, also theoretical courses. A 630
- Natural Science Education: Man, M.A., near Ph.D. Five years' university and seven years' high school. Methods of teaching science, orientation courses, geography, and chemistry. A 631
- Philosophy: Ph.D. Twelve years' college and university experience; now associate professor in eastern college. Available September, 1933. A 632
- Physics: Man (family and dependents), eleven years' experience university teaching; one year European travel. Now on leave studying, desires connection September, 1933. A 633
- Physics, Applied Mathematics, Radio Circuits: Ph.D. 1932. Four years on fellowships abroad and in U. S. Publications. Interested in teaching and research. A 634
- Political Science, Economics: Ph.D. Four years' experience in professorial capacity, three fellowships. Public administration and public finance. Publications. Desires either teaching or research. Available fall or summer, 1933. A 635
- Political Science, History: Ph.D., LL.B. Three years' teaching. A 636

- Psychology: Man, 29, Ph.D. Desires summer work. A 637
- Public Speaking (Debate, Oratory): Man, 45, widowed. Twenty-two years' college teaching, professorial rank, head of department. Research. Foreign travel. Publications. Textbooks. Nationally known. A 638
- Sociology: Ph.D. Ten years' college teaching. Research in Orient and Hawaii. Publications. Interested in student counselling. A 639
- Spanish, French: Man, 35, married, M.A. Eight years with prominent university. Available 1933. A 640
- Speech: Man, 29. Six years' college teaching. A 641
- Zoology, Biology: Man, M.S., Sc.D. Johns Hopkins, June. Specialty human parasitology, invertebrate zoology. Teaching experience. A 642
- Zoology or Biology: Man, 39, with doctorate from Johns Hopkins. Fourteen years in university teaching. A 643
- Zoology and Genetics: Man, Sc.D. Harvard. Two years' college teaching. Now National Research fellow. A 644



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